

Delaware Early Learner Survey Orientation

Office of Early Learning







Orientation Learning Targets

- To understand the goals and purpose of the Delaware Early Learner Survey (DE-ELS).
- To understand teachers' expectations and requirements for the Delaware Early Learner Survey.
- To become familiar with the Delaware Early Learner Survey's objectives and dimensions and the survey progressions.
- To understand the DE-ELS implementation process and timeline.



What is the Delaware Early Learner Survey?



The Delaware Early Learner Survey is an observational tool through which kindergarten educators observe and record children's knowledge and skills that lead to success in kindergarten and through life. Delaware Early Learner Survey has been customized for Delaware using the following principles:

- Aligned with Delaware's Early Learning Foundations and Common Core State Standards
- Inclusive for use with the diversity of Delaware's early learning population
- Developmentally appropriate affirming opportunities for the whole child to learn through play, explore their environment, and interact with their peers

Survey Results

Early Learner Survey results summarize the current reality of children's transition from early learning into kindergarten.

Results allow educators, districts and state leaders to identify:

- Resources to customize instruction to children's developmental needs
- How to best support young children's progress before, during and after kindergarten
- Ways to support early learning and kindergarten educators and administrators





Observation-based Survey

All kindergarten students participate in the Delaware Early Learner Survey.



Teachers observe students to record a **snapshot** of their knowledge and skills at kindergarten entry.

Teachers' observations:

- Are strengths-based
- Are not evaluative for the teacher or the student
- Can be used to communicate with families about their children's needs and development

Legislative Code



House Bill 317

- 5 Domains of Learning
 - Language and Literacy development
 - Cognition and General Knowledge
 - Approaches toward learning
 - Physical well-being and motor development
 - Social and Emotional development
- 30 day assessment window
- Statewide Implementation completed by 2015



DE-ELS Process

45 school days to complete implementation:

- Observation (within first 30 school days)
- Data results entry (15 additional days)





Educators sign into their MyTeaching Strategies *GOLD*® online tool to input results.



Family Connections

Before school starts, educators have the option to send family partnership materials home to be returned.

Getting to Know Your Family



I am looking forward to getting to know both you and your child this year!					
My child's name is:					
We speak the followi	ing languages in our family:				

Available materials include:

- Introducing the Delaware Early Learner Survey to families
- "Welcome To Kindergarten" helps to build a strong familyschool relationship
- Family Questionnaire gives families an opportunity to share information about their children



Whole Child Observations

Kindergarten educators observe objectives within six developmental domains:

- 1. Social and emotional
- 2. Physical
- 3. Language
- 4. Literacy
- 5. Mathematics
- 6. Cognition





Delaware Early Learner Survey Objectives

*Six developmental domains

Social Emotional

- 1b. Follows limits and expectations
- 1c. Takes care of own needs appropriately
- 2c. Interacts with peers
- 3a. Balances needs and rights of self and others
- 3b. Solves social problems

Physical

- 4. Demonstrates traveling skills
- 7a. Uses fingers and hands
- 7b. Uses drawing and writing tools

Language

- 8b. Follows directions
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 10b. Uses social rules of language

Cognitive

- 11a. Attends and engages
- 11b. Persists
- 11c. Solves problems
- 13. Uses classification skills
- 14a. Thinks symbolically
- 14b. Engages in socio-dramatic play

Literacy

- 15a. Notices and discriminates rhymes
- 15b. Notices and discriminates alliteration
- 15c. Notices and discriminates smaller and smaller units of sound
- 16a. Identifies and names letters
- 16b. Uses letter-sound knowledge
- 17b. Uses print concepts
- 18a. Interacts with read-alouds and book

conversation

- 18b. Uses emergent reading skills
- 19a. Writes name
- 19b. Writes to convey meaning

Mathematics

- 20a. Counts
- 20b. Quantifies
- 20c. Connects numerals with their quantities
- 21a. Understands spatial relationships
- 21b. Understands shapes
- 22. Compares and measures

English Language Acquisition

- 37. Demonstrates progress in listening to and understanding English
- Demonstrates progress in speaking English

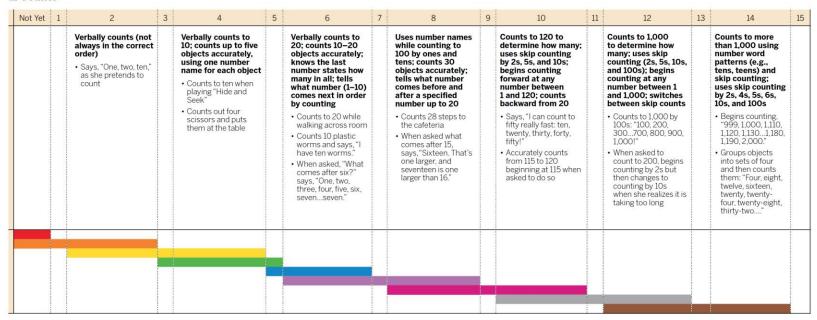


Example Progression

As an observational tool, GOLD® offers progressions for each objective.

Objective 20 Uses number concepts and operations

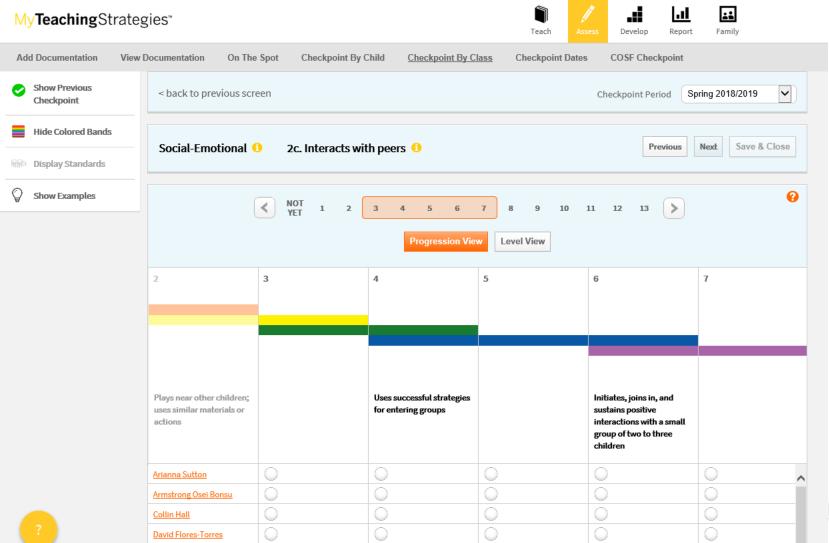
a. Counts



Considerations for each survey item:

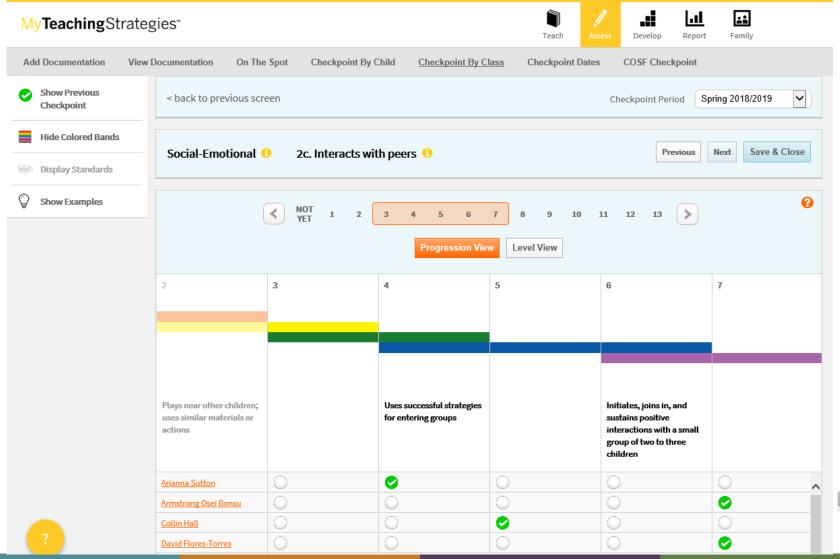
- When do I observe students demonstrating these objectives during my daily schedule and first six weeks plans?
- Is there an assessment I am already doing that captures this information?
- How does my classroom environment allow me to observe objectives naturally?

Inputting Checkpoint Level





Finalizing Checkpoint Level





Signing In Online

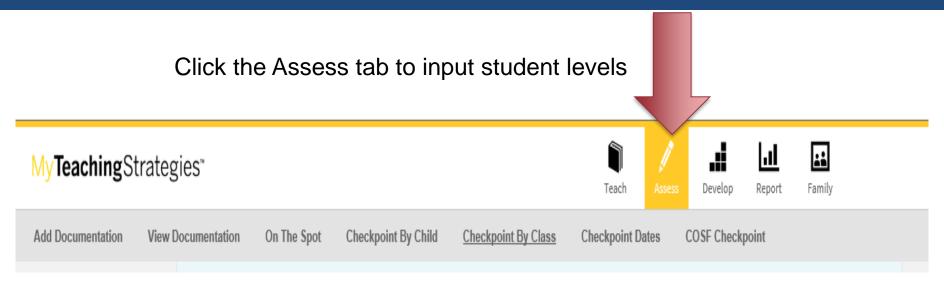
- All GOLD[®] passwords and logins reset to remove errors from last year's eSchool integration.
- Email goes directly to teachers sharing their login and how to reset their password.
- DDOE OEL and Teaching
 Strategies staff do a daily data
 check through the
 implementation period to
 respond to any issues.

Sign In / Identificarse e ingresar al sistema

If this is your first tim	e signing into Teaching Stra d ingresa al sistema Teachi	n. Por favor entre su nombre de ategies GOLD®, enter the usernar ng Strategies GOLDÅ®, entre el n	ne and pá:
Username / Nombre de u	suario:		
Password / Contraseña:			
Submit / Remitir			
		Forgot Username? 6 Å;O	



Results Input Support



Support Contacts:

- MyTeaching Strategies GOLD®'s help desk redesigned with a higher number of dedicated staff: <u>techsupport@teachingstrategies.com</u> or Delaware-only help desk: <u>888-352-4653</u>
- Christina Koutsourades, DDOE OEL DE-ELS project manager: <u>christina.koutsourades@doe.k12.de.us</u>
- MyTeaching Strategies GOLD®'s support portal https://teachingstrategies.force.com/portal/s/



Results Reports

Reports can be run at the individual or classroom-level in GOLD® as soon as teachers input any results. lat. :: My**Teaching**Strategies^{**} Develop Family Reports Queue Reports I want to... Generate a Report View Report Images View Report Descriptions Class Profile Individual Child Report Card

Implementation Timeline

Beginning of Aug.

Late Aug./Early Sept.

Late Oct./Early Nov.

Teachers receive GOLD® login

- ⇒Class list uploaded into each teacher's *GOLD*® online tool through eSchool.
- ⇒Teachers receive a welcome email with a login username and password (with instructions to reset password) from Teaching Strategies.
- ⇒Teachers log in to GOLD® online tool to confirm that their information and class list has uploaded correctly.

Questions to Christina.Koutsourades@doe.k12.de .us

First Day of School: 30-day observation window

- ⇒Teachers observe children demonstrating objectives within their lessons during the first 30 school days.
- ⇒Teachers have the option to record students' levels in the online *GOLD*® tool during this window.
- ⇒ Teachers have the option to run reports through online *GOLD*® tool during this window.

15-day data input window

- ⇒Teachers summarize each child's level of accomplishment for each survey objective.
- ⇒Teachers record students' levels in the online *GOLD*® tool and finalize each checkpoint.
- ⇒Teachers run results reports through online *GOLD*® tool during this window.



Online Implementation Resources

DDOE DE-ELS website with

- Guidance on administering DE-ELS
 - English learners
 - Students with disabilities
- Frequently asked questions

Schoology Course #25209 with

- All information on the DDOE website
- All updated fall 2019 training binder resources and materials
- Training webinars



DE-ELS Training

Online Inter-rater Reliability Certification is not required

- Professional learning opportunities:
 - August: In-person new K teacher trainings
 - August: Webinars refresher for veteran K teachers on DE-ELS implementation (via Schoology)



- Fall: DOE in-person support for implementation
- Fall: Webinar about using DE-ELS data results reports (via Schoology)
- Late Fall: K-specific PD offered based on statewide DE-ELS result trends



Statewide Results

Classroom-, school- and district-level data results reports

- End of July: 2018 statewide data results available on website
- Fall: Webinars on how to run and use classroom-level results reports
- By January 2020: School- and district-level 2019 data dashboards sent to administrators

EdInsight dashboard will be updated daily to show any newly inputted results:



↓ CUSTOMIZE VIEW

STUDENT ^	GRADE LEVEL	SOCIAL- Emotional	FOLLOW LIMITS AND Expectations	TAKES CARE OF OWN NEEDS APPROPRIATELY	INTERACTS WITH PEERS
# Students Mastering Objective			11 of 20	11 of 20	14 of 20
Bradley, Zyira Lawan	KG	Emerging			
Brown, Arnetia	KG	Emerging	•	•	•
Bundick-Stratton, Jai'Ven	KG	Accomplished	•	•	•
Campagnini, Cohen	KG	Accomplished	•	•	•_/

Administrators Utilizing DE-ELS Results

How do the results impact your thinking on kindergarten teacher professional learning and support next year?

How can you support your kindergarten teachers on DE-ELS implementation this year?

- Send new teachers to attend DE-ELS training
 - Including teachers of English learners and students with disabilities
- Consider delaying other assessments or walk-throughs
- Plan supports to help teachers implement the survey
- Review and analyze data with teachers and coaches during implementation and after completion
- Schedule early learning-specific professional development through the Office of Early Learning



Feedback Opportunities

Multiple opportunities for feedback on process, content, and revisions

Summer November Winter/Spring

Stakeholders review data for recommendations

Online survey at the end of the implementation period Advisory
Committee to
propose revisions
for the nextschool

vear









Thank you!

Please contact
Christina.Koutsourades@doe.k12.de.us
with further questions





